## Hillsborough Township Public Schools English Department

**AP Literature and Composition** 

Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative &	Interdisciplinary Connections	21st Century Life and Careers
				Summative		
Summer reading and feminist literary theory Timeline: 4 weeks	RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.  RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)  W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Am I clear about what I just read?  Author's choice: Why does it matter?  What makes a story a "great" story?  What do good writers do?  What's my purpose and how do I develop it?  Writing clearly: What makes a difference?  Final product: What does it take?	Students will understand and identify characteristics of genre writing.  Students will be able to apply the conventions of feminist literary theory to novel study.  Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.  Students will develop summarizing skills in order to make appropriate and effective choices of support details.  Students will produce a theoretically informed feminist paper on assigned literature.  Students will analyze how different elements of a story or drama are developed and/or interrelated.  Students will analyze the impact of an author's choices in presenting elements of a story or drama.  Students will analyze plot to determine two or more themes.  Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.  Students will present information maintaining an objective, academic tone	Quizzes Weekly tweets Class discussions Summative: Literary theory paper (feminist lense) Exam simulations Socratic seminars	Describe how culture is expressed through and influenced by the behavior of people.  Social Studies 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	CRP1 Act as a responsible and contributing citizen and employee.  CRP2 Apply appropriate academic and technical skills.  CRP4 Communicate clearly and effectively and with reason.  CRP6 Demonstrate creativity and innovation.
	W.11-12.2. Write informative/explanatory texts to		and formal style.			

examine and convey complex	Students will write cohesive and logical	
ideas, concepts, and information	arguments that engage readers.	
clearly and accurately through		
the effective selection,	Students will determine textual	
organization, and analysis of	evidence that supports analysis and/or	
content.	1 2 2	
	research.	
W.11-12.4 Produce clear and		
coherent writing in which the	Students will compose written	
development, organization, and	responses and include textual evidence	
style are appropriate to task,	to strengthen analysis, reflection, and/or	
purpose, and audience.		
1 1	research.	
<b>W.11-12.5</b> Develop and		
strengthen writing as needed by		
planning, revising, editing,	Students will prepare presentations that	
rewriting, trying a new approach,	are organized, developed, and	
or consulting a style manual	appropriate to purpose, task, and	
(such as MLA or APA Style),	audience.	
focusing on addressing what is		
most significant for a specific		
purpose and audience. (Editing		
for conventions should		
demonstrate command of		
Language standards 1–3 up to		
and including grades 11-12.)		
W.11-12.9 Draw evidence from		
literary or informational texts to		
support analysis, reflection, and		
research.		
W 11 13 10 W it		
W.11-12.10 Write routinely over		
extended time frames (time for		
research, reflection, and revision)		
and shorter time frames (a single		
sitting or a day or two) for a range of tasks, purposes, and		
audiences.		
audiences.		
L.11-12.1 Demonstrate		
command of the conventions of		
standard English grammar and		
usage when writing or speaking.		
usage when writing or speaking.		
L.11-12.3 Apply knowledge of		
language to understand how		
language functions in different		
contexts, to make effective		
choices for meaning or style, and		
to comprehend more fully when		
compressed more rung when		

reading or listening.			
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

Unit II:	RL.11-12.1. Cite strong and	3371 . 1 . 1	Students will create successful	Formative:	Social Studies 6.2.12.C.3.d	CRP1 Act as a responsible and
British	thorough textual evidence and	What do good readers do?	strategies for reading historical		Determine how, and the extent	
	make relevant connections to	readers do?	literature.	Text annotations	to which, scientific and	employee.
A Sampling	support analysis of what the text	Am I clear about		1 CAL difficultions	technological changes,	
	says explicitly as well as	what I just read?	Students will recognize when authors	Quizzes	transportation, and new forms	
Timeline:	inferences drawn from the text,	what I just Icad:	use literary techniques (e.g., satire,	Z	of energy brought about	academic and technical skills.
	including determining where the	Author's choice:	sarcasm, irony, or understatement) to	Weekly tweets	massive social, economic, and	
6 weeks	text leaves matters uncertain.	Why does it matter?	shape the content and style of a text.		cultural changes.	CRP4 Communicate clearly
				Creative role-playing		and effectively and with reason
	RL.11-12.2. Determine two or	What makes a story	Students will read to uncover a writer's		Social Studies 6.2.12.D.3.b	CDD(D
	more themes or central ideas of a	a "great" story?	style and technique.	Summative:		<b>CRP6</b> Demonstrate creativity
	text and analyze their	,	Ct. Assets :: 11.1		and urbanization affected class	
	development over the course of the text, including how they	What do good	Students will learn the characteristics of Elizabethan drama and Victorian fiction	writing to express	structure, family life, the daily	
	interact and build on one another	writers do?	to trace its presence in the fiction of	awareness of addictice and	lives of men, women, and	<b>CRP8</b> Utilize critical thinking to make sense of problems and
	to produce a complex account,		this time period.	creation of voice for	children, and the environment.	persevere in solving them.
	and provide an objective	What's my purpose	uns une period.	specific purposes		persevere in sorving mem.
	summary of the text.	and how do I	Students will apply several different	L		CRP12 Work productively in
	summary of the text.	develop it?	theoretical lenses to the study of	Exam simulations		teams while using cultural
	RL.11-12.3 Analyze the impact		Shakespeare's work (Marxist,	a		global competence.
	of the author's choices regarding	Writing clearly:	psychoanalytic, etc.).	Socratic seminars		groom competence.
	how to develop and relate	What makes a		F 41		
	elements of a story or drama.	difference?	Students will create a paper in which	Essay on theme		
		Fig. 1 and 1 at Wiles	they effectively propose an	Oral Presentations		
	RL.11-12.4 Determine the	Final product: What	interpretation and support it with	Of all Tresentations		
	meaning of words and phrases as	does it take?	analysis of character and setting, being			
	they are used in the text,	Why do the rules of	aware of audience.			
	including figurative and	language matter?				
	connotative meanings; analyze	language matter!	Students will produce a theoretically			
	the impact of specific word	Communicating	informed feminist paper on assigned			
	choices on meaning and tone,	clearly: What does it	literature.			
	including words with multiple	take?				
	meanings or language that is		Students will analyze how different			
	particularly fresh, engaging, or	What makes	elements of a story or drama are			
	beautiful. (e.g., Shakespeare as	collaboration	developed and/or interrelated.			
	well as other authors.)	meaningful?	Students will analyze the impact of an			
	RL.11-12.5 Analyze how an	-	author's choices in presenting elements			
	author's choices concerning how	What makes a	of a story or drama.			
	to structure specific parts of a	presentation "great"?	of a story of drama.			
	text contribute to its overall		Students will analyze plot to determine			
	structure and meaning as well as	"What I say" versus	two or more themes.			
	its aesthetic impact.	"how I say it", does	we of more institute.			
	F	it really matter?	Students will analyze how multiple			
	RL.11-12.7 Analyze multiple		themes in a text develop and interact to			
	interpretations of a story, drama,		build on one another and produce a			
	or poem (e.g., recorded or live		complex account.			
	production of a play or recorded					
	novel or poetry), evaluating how		Students will present information			
	each version interprets the source		maintaining an objective, academic tone	;		
	text. (e.g., Shakespeare and other		and formal style.			
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authors.)		
autiliois.)	Students will write cohesive and logical	
W.11-12.1 Write arguments to	arguments that engage readers.	
support claims in an analysis of		
substantive topics or texts, using	Students will determine textual	
valid reasoning and relevant and	evidence that supports analysis and/or	
sufficient evidence.	research.	
<b>W.11-12.2.</b> Write		
informative/explanatory texts to	Students will compose written	
examine and convey complex	responses and include textual evidence	
ideas, concepts, and information	to strengthen analysis, reflection, and/or	
clearly and accurately through	research.	
the effective selection,	icscarcii.	
organization, and analysis of	Students will prepare presentations that	
content.	are organized, developed, and	
W.11-12.4 Produce clear and	appropriate to purpose, task, and	
coherent writing in which the	audience.	
development, organization, and		
style are appropriate to task,		
purpose, and audience.		
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W.11-12.5 Develop and		
strengthen writing as needed by planning, revising, editing,		
rewriting, trying a new approach,		
or consulting a style manual		
(such as MLA or APA Style),		
focusing on addressing what is		
most significant for a specific		
purpose and audience. (Editing		
for conventions should demonstrate command of		
Language standards 1–3 up to		
and including grades 11-12.)		
W.11-12.9. Draw evidence from		
literary or informational texts to		
support analysis, reflection, and		
research.		
W.11-12.10 Write routinely over		
extended time frames (time for		
research, reflection, and revision)		
and shorter time frames (a single		
sitting or a day or two) for a		
range of tasks, purposes, and		
audiences.		
SL.11-12.1 Initiate and		
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	participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
	SL.11-12.3 Evaluate a speaker's					
	point of view, reasoning, and use of evidence and rhetoric,					
	assessing the stance, premises,					
	links among ideas, word choice,					
	points of emphasis, and tone					
	used.					
	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
	L.11-12.3 Apply knowledge of					
	language to understand how language functions in different					
	contexts, to make effective					
	choices for meaning or style, and					
	to comprehend more fully when reading or listening.					
	reading of fisteriffig.					
	L.11-12.5 Demonstrate					
	understanding of figurative language, word relationships,					
	and nuances in word meanings.					
Unit III:	RL.11-12.1. Cite strong and	What do good	Students will create successful	Formative:		CRP1 Act as a responsible and
	thorough textual evidence and	readers do?	strategies for reading historical		Describe why it is important to	
	make relevant connections to support analysis of what the text		literature.	Text annotations	understand the perspectives of other cultures in an	empioyee.
	says explicitly as well as	Am I clear about	Students will read to uncover a writer's	Quizzes		CRP2 Apply appropriate
Timeline:	inferences drawn from the text, including determining where the		style and technique.			academic and technical skills.
	text leaves matters uncertain.	Author's choice:	Students will learn the characteristics of	Critical film viewing		CRP4 Communicate clearly
		Why does it matter?	Elizabethan drama and Victorian fiction	Class discussions	writers, and musicians of the	and effectively and with reason
	<b>RL.11-12.2.</b> Determine two or more themes or central ideas of a	What makes a story	this time period		1920s, including the Harlem Renaissance, on American	CRP6 Demonstrate creativity
	text and analyze their	a "great" story?	uns une periou.	Weekly tweets		and innovation
	development over the course of	What do good	Students will perform Elizabethan	Creative role-playing		
	the text, including how they	writers do?	monologues.	FJ		<b>CRP8</b> Utilize critical thinking to make sense of problems and
	interact and build on one another			Summative:		to make sense of problems and

to produce a complex account,	In what ways does	Students will critique and assess		persevere in solving them.
and provide an objective	creative choice		Writing to express	
summary of the text.		screen in critical writing and viewing	awareness of audience and	CRP12 Work productively in
RL.11-12.3 Analyze the impact	•	assessments.	creation of voice for specific purposes	teams while using cultural global competence.
of the author's choices regarding	What's my purpose		specific purposes	giobai competence.
how to develop and relate	and how do I	Students will analyze how different	Exam simulations	
elements of a story or drama.	develop it?	elements of a story or drama are		
	Writing clearly:	developed and/or interrelated.	Socratic seminars	
RL.11-12.4 Determine the	What makes a			
meaning of words and phrases as they are used in the text,	difference?		Essay on character	
including figurative and		author's choices in presenting elements of a story or drama.	Monologue performance	
connotative meanings; analyze	Final product: What	of a story of drama.	rionologue performance	
the impact of specific word	does it take?		Critical assessment of	
choices on meaning and tone,	Why do the rules of	two or more themes.	Shakespeare on film and	
including words with multiple	language matter?		stage	
meanings or language that is particularly fresh, engaging, or		Students will analyze how multiple		
beautiful. (e.g., Shakespeare as	Communicating	themes in a text develop and interact to build on one another and produce a		
well as other authors.)	clearly: What does it	complex account.		
,	take?	r r		
RL.11-12.5 Analyze how an	"What I say" versus	Students will present information		
author's choices concerning how	"how I say it", does	maintaining an objective, academic tone		
to structure specific parts of a text contribute to its overall	it really matter?	and formal style.		
structure and meaning as well as		Students will write cohesive and logical		
its aesthetic impact.	What do good	arguments that engage readers.		
_	performers do?			
RL.11-12.6 Analyze a case in		Students will determine textual		
which grasping a point of view		evidence that supports analysis and/or		
requires distinguishing what is directly stated in a text from		research.		
what is really meant (e.g., satire,				
sarcasm, irony, or		Students will compose written		
understatement)		responses and include textual evidence		
		to strengthen analysis, reflection, and/or		
RL.11-12.7 Analyze multiple interpretations of a story, drama,		research.		
or poem (e.g., recorded or live				
production of a play or recorded				
novel or poetry), evaluating how		Students will prepare presentations that		
each version interprets the source		are organized, developed, and		
text. (e.g., Shakespeare and other		appropriate to purpose, task, and audience.		
authors.)		didicito.		
RL.11-12.9 Demonstrate				
knowledge of and reflect on (e.g.				
practical knowledge,				
historical/cultural context, and				
background knowledge)				

eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.			
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)			
<b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single			

	sitting or a day or two) for a					
	range of tasks, purposes, and					
	audiences					
	SL.11-12.1 Initiate and					
	participate effectively in a range					
	of collaborative discussions					
	(one-on- one, in groups, and					
	teacher-led) with peers on grades					
	11–12 topics, texts, and issues, building on others' ideas and					
	expressing their own clearly and					
	persuasively.					
	persuasivery.					
	SL.11-12.3 Evaluate a speaker's					
	point of view, reasoning, and use					
l i	_					
	of evidence and rhetoric,					
	assessing the stance, premises,					
	links among ideas, word choice,					
	points of emphasis, and tone					
	used.					
	L.11-12.1 Demonstrate					
	command of the conventions of					
	standard English grammar and					
	usage when writing or speaking.					
	L.11-12.3 Apply knowledge of					
	language to understand how					
	language functions in different					
	contexts, to make effective					
	choices for meaning or style, and					
	to comprehend more fully when					
	reading or listening.					
	L.11-12.5 Demonstrate					
	understanding of figurative					
	language, word relationships,					
	and nuances in word meanings.					
	5					
	RL.11-12.1. Cite strong and	What do good	Students will create successful	Formative:		CRP1 Act as a responsible and
	thorough textual evidence and	readers do?	strategies for reading historical		Describe why it is important to	
	make relevant connections to	reducts do!	literature.	Text annotations	understand the perspectives of	employee.
	support analysis of what the text	Am I clear about			other cultures in an	
	says explicitly as well as	what Linet read?	Students will read to uncover a writer's	Class discussions	interconnected world.	CRP2 Apply appropriate
	inferences drawn from the text,	j	style and technique.			academic and technical skills.
	including determining where the	Author's choice:		Quizzes	Social Studies 6.1.12.D.8.b	CDD4 Communicate elsest
Timeline:	text leaves matters uncertain.	Why does it matter?	Students will analyze how different		Assess the impact of artists,	CRP4 Communicate clearly and effectively and with reason
		•	elements of a story or drama are	Weekly tweets	writers, and musicians of the	and effectively and with reason

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5 weeks	RL.11-12.2. Determine two or		developed and/or interrelated.		1920s, including the Harlem	CDD(D
	more themes or central ideas of a	What makes a story		G	Renaissance, on American	<b>CRP6</b> Demonstrate creativity
	text and analyze their	a "great" story?	Students will analyze the impact of an	Summative:	culture and values.	and innovation
	development over the course of		author's choices in presenting elements	***		CDD I I I I
	the text, including how they	What do good	of a story or drama.	Writing to express		CRP7 Employ valid and
	interact and build on one another	writers do?		awareness of audience and		reliable research strategies.
	to produce a complex account,		Students will analyze plot to determine	creation of voice for		
	and provide an objective	What do good	two or more themes.	specific purposes		CRP8 Utilize critical thinking
	summary of the text.	researchers do?				to make sense of problems and
		resourchers do.	Students will analyze how multiple	Exam simulations		persevere in solving them.
	RL.11-12.3 Analyze the impact	In what ways does	themes in a text develop and interact to			
	of the author's choices regarding	creative choice	build on one another and produce a	Discussion Leader		<b>CRP9</b> Model integrity, ethical
	how to develop and relate	impact an audience?	complex account.			leadership and effective
	elements of a story or drama.	impact an audience:		Essay on point of view		management.
		What's my purpose	Students will analyze how an author's			
	RL.11-12.4 Determine the	and how do I	style and content contribute to the	Lit Ex Annotated		CRP11 Use technology to
	meaning of words and phrases as		power, persuasiveness, or beauty of the	bibliography and pre-write		enhance productivity.
	they are used in the text,	develop it?	text.	exercises		
	including figurative and	******* 1 1				CRP12 Work productively in
	connotative meanings; analyze	Writing clearly:	Students will identify multiple sources			teams while using cultural
	the impact of specific word	What makes a	of information presented in different			global competence.
	choices on meaning and tone,	difference?	media or formats as well as in words to			B
	including words with multiple		assist in addressing a question or			
	meanings or language that is	Final product: What	solving a problem.			
	particularly fresh, engaging, or	does it take?	solving a problem.			
	beautiful. (e.g., Shakespeare as		Students can evaluate information			
	well as other authors.)	Why do the rules of	gathered and determine its effectiveness			
	well as other authors.)	language matter?	in assisting students to address a			
	RL.11-12.5 Analyze how an		question or solve a problem.			
	author's choices concerning how	Communicating	question of solve a problem.			
		clearly: What does it	Ct. dante and internet officialist			
	to structure specific parts of a	take?	Students can integrate effective			
	text contribute to its overall		information gathered to answer a			
	structure and meaning as well as	"What I say" versus	question or solve a problem.			
	its aesthetic impact.	"how I say it", does				
	DV 44 42 6 4 1	it really matter?	Students can read complex grade level			
1	RL.11-12.6 Analyze a case in	<b>,</b>	texts.			
1	which grasping a point of view					
	requires distinguishing what is		Students can reread a text to find			
	directly stated in a text from		information or clarify ideas			
	what is really meant (e.g., satire,					
1	sarcasm, irony, or		Students will present information			
	understatement)		maintaining an objective, academic tone	;		
1			and formal style.			
	RL.11-12.7 Analyze multiple					
	interpretations of a story, drama,		Students will write cohesive and logical			
1	or poem (e.g., recorded or live		arguments that engage readers.			
1	production of a play or recorded					
1	novel or poetry), evaluating how		Students will prepare presentations that			
1	each version interprets the source		are organized, developed, and			
	text. (e.g., Shakespeare and other		appropriate to purpose, task, and			
	authors.)		audience.			

RL.11-12.9 Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## W.11-12.2. Write

informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and

Students will assess the strengths and limitations of research sources to determine those that are most appropriate for task, purpose, and audience.

Students will determine textual evidence that supports analysis and/or research.

Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.

Students will respond to ongoing feedback and/or new arguments or information to produce, publish, and update writing projects.

Students will focus research around a problem to be solved, a central question that is provided, or a self-generated question.

Students will choose several sources and synthesize information to answer research inquiry.

Students will determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.

Students will assess the strengths and limitations of research sources to determine those that are most appropriate for the task, purpose, and audience avoiding overreliance on any one source.

	research.		Students will be able to determine if it is			
			needed to narrow or broaden inquiry			
	W.11-12.10 Write routinely over		based on information gathered.			
	extended time frames (time for research, reflection, and revision)					
	and shorter time frames (a single		Students will follow a standard format			
	sitting or a day or two) for a		for citation to create works cited for			
	range of tasks, purposes, and		sources paraphrased and quoted in			
	audiences		writing.			!
			witting.			
	SL.11-12.1 Initiate and					!
	participate effectively in a range		Students will determine textual			
	of collaborative discussions (one-on- one, in groups, and		evidence that supports analysis and			
	teacher-led) with peers on grades		research.			
	11–12 topics, texts, and issues,					
	building on others' ideas and		Students will produce a research			
	expressing their own clearly and		paper/project to demonstrate			
	persuasively.		understanding of the subject under			
	SL.11-12.3 Evaluate a speaker's		investigation.			
	_					
	point of view, reasoning, and use					
	of evidence and rhetoric,					
	assessing the stance, premises,					
	links among ideas, word choice,					
	points of emphasis, and tone					
	used.					
	L.11-12.1 Demonstrate					
	command of the conventions of					
	standard English grammar and					
	usage when writing or speaking.					
	L.11-12.3 Apply knowledge of					
	language to understand how					
	language functions in different					
	contexts, to make effective					
	choices for meaning or style, and to comprehend more fully when					
	reading or listening.					
	L.11-12.5 Demonstrate					
	understanding of figurative					
	language, word relationships, and nuances in word meanings.					
	and numbers in word meanings.					
Unit V:	RL.11-12.1. Cite strong and	W/L - 4 . 1	Students will create successful	Formative:		CRP1 Act as a responsible and
Poetry and	thorough textual evidence and	What do good readers do?	strategies for reading historical			contributing citizen and
Lit Ex	make relevant connections to	reaucis uo!	literature.	Class discussions		employee.
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Completion	support analysis of what the text			Text annotations	
	says explicitly as well as		Students will read to uncover a writer's	1 OAL UIIIOUUIOIIS	CRP2 Apply appropriate
	inferences drawn from the text, including determining where the	Am I clear about what I just read?	style and technique.	Quizzes	academic and technical skills.
6 weeks	text leaves matters uncertain.	Author's choice:	Students will analyze how different elements of a story or drama are	Weekly tweets	CRP4 Communicate clearly and effectively and with reason
	RL.11-12.2. Determine two or	Why does it matter?	developed and/or interrelated.		•
	more themes or central ideas of a text and analyze their	What makes a story	Students will analyze the impact of an	Summative:	<b>CRP6</b> Demonstrate creativity and innovation
	development over the course of	a "great" story?	author's choices in presenting elements	Writing to express	
	the text, including how they interact and build on one another	What do good	of a story or drama.	awareness of audience and creation of voice for	<b>CRP7</b> Employ valid and reliable research strategies.
	to produce a complex account,	writers do?	Students will analyze plot to determine	specific purposes	-
	and provide an objective	Why write?	two or more themes.	Even simulations	CRP8 Utilize critical thinking
	summary of the text.	3371 4 1 1	Students will analyze how multiple	Exam simulations	to make sense of problems and persevere in solving them.
	RL.11-12.3 Analyze the impact	What do good researchers do?		Poetry analysis paper	-
	of the author's choices regarding how to develop and relate	"C 1 D	complex account.	Lit Exploration Final	<b>CRP9</b> Model integrity, ethical leadership and effective
	elements of a story or drama.	"Cut and Paste:" What's the problem?		Research Paper	management.
	RL.11-12.4 Determine the		Students will analyze how an author's style and content contribute to the		CRP11 Use technology to
	meaning of words and phrases as	In what ways does creative choice	power, persuasiveness, or beauty of the		enhance productivity.
	they are used in the text, including figurative and	impact an audience?	text.		CRP12 Work productively in
	connotative meanings; analyze	What's my purpose	Students will identify multiple sources		teams while using cultural
	the impact of specific word choices on meaning and tone,	and how do I	of information presented in different media or formats as well as in words to		global competence.
	including words with multiple	develop it?	assist in addressing a question or		
	meanings or language that is particularly fresh, engaging, or	Writing clearly:	solving a problem.		
	beautiful. (e.g., Shakespeare as	What makes a difference?	Students can evaluate information		
	well as other authors.)		gathered and determine its effectiveness in assisting students to address a		
	RL.11-12.5 Analyze how an	Final product: What does it take?	question or solve a problem.		
	author's choices concerning how to structure specific parts of a		Students can integrate effective		
	text contribute to its overall	Why do the rules of language matter?	information gathered to answer a		
	structure and meaning as well as its aesthetic impact.		question or solve a problem.		
	_	Communicating clearly: What does it	Students can read complex grade level		
	RL.11-12.6 Analyze a case in which grasping a point of view	take?	texts.		
	requires distinguishing what is	"What I say" versus	Students can reread a text to find		
	directly stated in a text from what is really meant (e.g., satire,	"how I say it", does	information or clarify ideas		
	sarcasm, irony, or	it really matter?	Students will present information		
	understatement)		maintaining an objective, academic tone and formal style.	;	
	RL.11-12.7 Analyze multiple				
	interpretations of a story, drama,		Students will write cohesive and logical		

or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9 Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Describe and

arguments that engage readers.

Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.

Students will assess the strengths and limitations of research sources to determine those that are most appropriate for task, purpose, and audience.

Students will determine textual evidence that supports analysis and/or research.

Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.

Students will respond to ongoing feedback and/or new arguments or information to produce, publish, and update writing projects.

Students will focus research around a problem to be solved, a central question that is provided, or a self-generated question.

Students will choose several sources and synthesize information to answer research inquiry.

Students will determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.

Students will assess the strengths and limitations of research sources to

evaluate the reasoning in seminal	determine those that are most		
U.S. and global texts, including	appropriate for the task, purpose, and		
the application of constitutional	audience avoiding overreliance on any		
principles and use of legal	one source.		
reasoning (e.g., in U.S. Supreme	one source.		
Court majority opinions and			
dissents) and the premises []	Students will be able to determine if it is		
DI 11 12 10 D 1	needed to narrow or broaden inquiry		
RI.11-12.10 By the end of grade	based on information gathered.		
12, read and comprehend literary	_		
nonfiction at grade level text-complexity or above.	Students will follow a standard format		
text-complexity of above.			
W.11-12.1 Write arguments to	for citation to create works cited for		
support claims in an analysis of	sources paraphrased and quoted in		
substantive topics or texts, using	writing.		
valid reasoning and relevant and			
sufficient evidence.	Students will determine textual		
	evidence that supports analysis and		
<b>W.11-12.2.</b> Write	research.		
informative/explanatory texts to	research.		
examine and convey complex			
ideas, concepts, and information	Students will produce a research		
clearly and accurately through	paper/project to demonstrate		
the effective selection,	understanding of the subject under		
organization, and analysis of	investigation.		
content.	an vestigation.		
W.11-12.4 Produce clear and			
coherent writing in which the			
development, organization, and			
style are appropriate to task,			
purpose, and audience.			
r a prost, a status transfer			
<b>W.11-12.5</b> Develop and			
strengthen writing as needed by			
planning, revising, editing,			
rewriting, trying a new approach,			
or consulting a style manual			
(such as MLA or APA Style),			
focusing on addressing what is			
most significant for a specific			
purpose and audience. (Editing			
for conventions should			
demonstrate command of			
Language standards 1–3 up to and including grades 11-12.)			
and including glades 11-12.)			

W.11-12.6 Use technology, including the Internet, to produce, share and update

writing products in response	to			
ongoing feedback, including				
arguments or information.	iie w			
arguments of information.				
W 44 42 5 G 1 1 1 1	.,			
W.11-12.7 Conduct short as	well			
as more sustained research				
projects to answer a question	1			
(including a self-generated				
question) or solve a problem	;			
narrow or broaden the inqui	v			
when appropriate; synthesiz	ē			
multiple sources on the subj				
demonstrating understandin				
the subject under investigati				
the subject under investigati	311.			
W.11-12.8 Gather relevant				
information from multiple				
authoritative print and digita	1			
sources, using advanced sea				
effectively; assess the streng	ths			
and limitations of each sour				
terms of the task, purpose, a				
audience; integrate informat	ion			
into the text selectively to	ion			
maintain the flow of ideas,				
avoiding plagiarism and				
overreliance on any one sou				
and following a standard for				
for citation (MLA or APA S	tyle			
Manuals).				
W.11-12.9. Draw evidence	rom			
literary or informational tex				
support analysis, reflection,				
research.	and			
research.				
W 11 12 10 W 1				
W.11-12.10 Write routinely				
extended time frames (time				
research, reflection, and rev				
and shorter time frames (a s				
sitting or a day or two) for a				
range of tasks, purposes, and	1			
audiences				
SL.11-12.1 Initiate and				
participate effectively in a ra	nge			
	inge			
of collaborative discussions				
(one-on- one, in groups, and				
teacher-led) with peers on g				
11–12 topics, texts, and issu	es,			
building on others' ideas and	ı l	ĺ	l	

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	expressing their own clearly and persuasively.					
	persuasivery.					
	SL.11-12.3 Evaluate a speaker's					
	point of view, reasoning, and use					
	of evidence and rhetoric,					
	assessing the stance, premises,					
	links among ideas, word choice,					
	points of emphasis, and tone					
	used.					
	useu.					
	L.11-12.1 Demonstrate					
	command of the conventions of					
	standard English grammar and					
	usage when writing or speaking.					
	T 11 12 2 A 1 1 1 1 C					
	L.11-12.3 Apply knowledge of language to understand how					
	language functions in different					
	contexts, to make effective					
	choices for meaning or style, and					
	to comprehend more fully when					
	reading or listening.					
	L.11-12.5 Demonstrate					
	understanding of figurative					
	language, word relationships,					
	and nuances in word meanings.					
	RL.11-12.1. Cite strong and	What do good				CRP1 Act as a responsible and
	thorough textual evidence and	readers do?	strategies for reading historical		Describe why it is important to	
	make relevant connections to support analysis of what the text		literature.		understand the perspectives of other cultures in an	employee.
	support analysis of what the text says explicitly as well as	Am I clear about	Students will read to uncover a writer's			CRP2 Apply appropriate
	inferences drawn from the text,	what I just read?	style and technique.	Critical film viewing		academic and technical skills.
	including determining where the	Author's choice:		Quizzes		
	text leaves matters uncertain.	Why does it matter?	Students will analyze how different	X WILLES		CRP4 Communicate clearly
6 weeks	DI 11 12 2 Determine t	accontinued:	elements of a story or drama are	Weekly tweets		and effectively and with reason
	RL.11-12.2. Determine two or		developed and/or interrelated.			

more themes or central ideas of a **CRP6** Demonstrate creativity Class discussions What makes a story text and analyze their Students will analyze the impact of an and innovation a "great" story? development over the course of author's choices in presenting elements **Summative:** the text, including how they of a story or drama. **CRP7** Employ valid and What do good interact and build on one another Writing to express reliable research strategies. writers do? to produce a complex account. Students will analyze plot to determine awareness of audience and and provide an objective two or more themes. creation of voice for **CRP8** Utilize critical thinking summary of the text. to make sense of problems and In what ways does specific purposes creative choice Students will analyze how multiple persevere in solving them. themes in a text develop and interact to **RL.11-12.3** Analyze the impact impact an audience? Existential Presentation of the author's choices regarding build on one another and produce a **CRP9** Model integrity, ethical how to develop and relate complex account. leadership and effective What's my purpose elements of a story or drama. management. and how do I develop it? Students will analyze how an author's RL.11-12.4 Determine the style and content contribute to the CRP11 Use technology to meaning of words and phrases as power, persuasiveness, or beauty of the enhance productivity. Writing clearly: they are used in the text, What makes a text. including figurative and **CRP12** Work productively in difference? connotative meanings; analyze teams while using cultural Students will present information the impact of specific word global competence. Final product: What maintaining an objective, academic tone choices on meaning and tone, does it take? and formal style. including words with multiple meanings or language that is Why do the rules of Students will write cohesive and logical particularly fresh, engaging, or language matter? arguments that engage readers. beautiful. (e.g., Shakespeare as well as other authors.) Communicating Students will prepare presentations that clearly: What does it are organized, developed, and RL.11-12.5 Analyze how an take? appropriate to purpose, task, and author's choices concerning how audience. to structure specific parts of a "What I say" versus text contribute to its overall "how I sav it", does structure and meaning as well as it really matter? its aesthetic impact. RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) **RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other

authors.)

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RL.11-12.9 Demonstrate				
knowledge of and reflect on (e.g.				
practical knowledge,				
historical/cultural context, and				
background knowledge)				
eighteenth-, nineteenth- and				
early twentieth-century				
foundational works of literature,				
including how two or more texts				
from the same period treat				
similar themes or topics.				
W.11-12.1 Write arguments to				
support claims in an analysis of				
substantive topics or texts, using				
valid reasoning and relevant and				
sufficient evidence.				
sufficient evidence.				
<b>W.11-12.2.</b> Write				
informative/explanatory texts to				
examine and convey complex				
ideas, concepts, and information				
clearly and accurately through				
the effective selection,				
organization, and analysis of				
content.				
W.11-12.4 Produce clear and				
coherent writing in which the				
development, organization, and				
style are appropriate to task,				
purpose, and audience.				
r and an analysis and				
<b>W.11-12.5</b> Develop and				
strengthen writing as needed by				
planning, revising, editing,				
rewriting, trying a new approach,				
or consulting a style manual				
(such as MLA or APA Style),				
focusing on addressing what is				
most significant for a specific				
purpose and audience. (Editing				
for conventions should				
demonstrate command of				
Language standards 1–3 up to				
and including grades 11-12.)				
SL.11-12.1 Initiate and				
participate effectively in a range				
of collaborative discussions				
of condoctant to discussions		1	1	1

	(one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Unit VII:	RL.11-12.1. Cite strong and	What do good	Students will create successful			CRP1 Act as a responsible and
21st Century	thorough textual evidence and make relevant connections to	readers do?	strategies for reading historical literature.		Describe why it is important to understand the perspectives of	
Novel	support analysis of what the text	Am I clear about			other cultures in an	
Timeline:	says explicitly as well as inferences drawn from the text, including determining where the	what I just read?	Students will read to uncover a writer's style and technique.	Critical film viewing	interconnected world.	CRP2 Apply appropriate academic and technical skills.
6 weeks	text leaves matters uncertain.	Author's choice: Why does it matter?	Students will analyze how different	Quizzes		CRP4 Communicate clearly
	RL.11-12.2. Determine two or	•		Weekly tweets		and effectively and with reason
	more themes or central ideas of a text and analyze their	What makes a story a "great" story?	Students will analyze the impact of an	Class discussions		CRP6 Demonstrate creativity and innovation
	development over the course of the text, including how they	What do good		Summative:		CRP7 Employ valid and

interact and build on one another			Writing to express	reliable research strategies.
to produce a complex account,	writers do?	Students will analyze plot to determine	awareness of audience and	
and provide an objective		two or more themes.	creation of voice for	CRP8 Utilize critical thinking
summary of the text.	In what ways does		specific purposes	to make sense of problems and
,	creative choice	Students will analyze how multiple	P · · · P · · · · ·	persevere in solving them.
RL.11-12.3 Analyze the impact	impact an audience?		Final examination/AP Exam	3
of the author's choices regarding	impact an address .	build on one another and produce a		CRP9 Model integrity, ethical
how to develop and relate	What's my purpose	complex account.		leadership and effective
elements of a story or drama.	and how do I	r · · · · · · · · · · · · · · · · · · ·		management.
	develop it?	Students will analyze how an author's		8
RL.11-12.4 Determine the	develop it.	style and content contribute to the		CRP11 Use technology to
meaning of words and phrases as	Writing clearly:	power, persuasiveness, or beauty of the		enhance productivity.
they are used in the text,	What makes a	text.		
including figurative and	difference?			CRP12 Work productively in
connotative meanings; analyze	difference.			teams while using cultural
the impact of specific word	Final product: What	Students will present information		global competence.
choices on meaning and tone,	does it take?	maintaining an objective, academic tone		groom competence.
including words with multiple	does it take:	and formal style.		
meanings or language that is	Why do the rules of			
particularly fresh, engaging, or	language matter?	Students will write cohesive and logical		
beautiful. (e.g., Shakespeare as	language matter:	arguments that engage readers.		
well as other authors.)	Communicating			
wen as other authors.)	clearly: What does it	Students will prepare presentations that		
RL.11-12.5 Analyze how an	take?	are organized, developed, and		
author's choices concerning how	take:	appropriate to purpose, task, and		
to structure specific parts of a	"What I say" versus	audience.		
text contribute to its overall	"how I say it", does			
structure and meaning as well as	it really matter?			
its aesthetic impact.	it really matter:			
no destrictie impact.	What is great			
RL.11-12.6 Analyze a case in	literature?			
which grasping a point of view	meratare:			
requires distinguishing what is	How do we			
directly stated in a text from	determine what is			
what is really meant (e.g., satire,	classic literature?			
sarcasm, irony, or	classic incratare:			
understatement)				
RL.11-12.7 Analyze multiple				
interpretations of a story, drama,				
or poem (e.g., recorded or live				
production of a play or recorded				
novel or poetry), evaluating how				
each version interprets the source				
text. (e.g., Shakespeare and other				
authors.)				
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RL.11-12.9 Demonstrate				
knowledge of and reflect on (e.g.				
practical knowledge,				
historical/cultural context, and				
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background knowledge)			
eighteenth-, nineteenth- and			
eighteenth-, inneteenth- and			
early twentieth-century			
foundational works of literature,			
including how two or more texts			
from the same period treat			
similar themes or topics.			
similar themes or topies.			
W.11-12.1 Write arguments to			
support claims in an analysis of			
substantive topics or texts, using			
valid reasoning and relevant and			
sufficient evidence.			
sufficient evidence.			
<b>W.11-12.2.</b> Write			
informative/explanatory texts to			
examine and convey complex			
ideas, concepts, and information			
clearly and accurately through			
the effective selection,			
organization, and analysis of			
content.			
W.11-12.4 Produce clear and			
coherent writing in which the			
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11–12 topics, texts, and issues,			
building on others' ideas and	1		

	oressing their own clearly and suasively.			
	.11-12.3 Evaluate a speaker's			
	int of view, reasoning, and use			
	evidence and rhetoric,			
	essing the stance, premises,			
	ks among ideas, word choice,			
	ints of emphasis, and tone			
use	cu.			
T. 1	11-12.1 Demonstrate			
	mmand of the conventions of			
	ndard English grammar and			
	age when writing or speaking.			
	11-12.3 Apply knowledge of			
	guage to understand how			
	guage functions in different			
	ntexts, to make effective			
	pices for meaning or style, and			
	comprehend more fully when			
rea	ding or listening.			
T.,1	11-12.5 Demonstrate			
unc	derstanding of figurative			
	guage, word relationships,			
	d nuances in word meanings			